Evidence Based Practice Training:

Social Skills Training

Adapted from Sam, A., & AFIRM Team. (2015). *Social Skills Training.* Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina.
https://afirm.fpg.unc.edu/social-skills-training

What is CAPTAIN

The California Autism Professional Training And Information Network (CAPTAIN) is an interagency network developed to support the understanding and use of evidence based practices (EBPs) for individuals affected by Autism Spectrum Disorders (ASD) across the state of California.

What is CAPTAIN

Marin County SELPA in partnership with CAPTAIN, are members of the Statewide System of Support as the SELPA Content Lead for ASD.

This project is funded by the California Department of Education and the California Collaborative for Educational Excellence.

Levels of Professional Development to Reach Implementation

Systems Support

Information Session

Workshop/ Training

Implementation Coaching

Systems Support

This is a Workshop/Training and is designed to increase your KNOWLEDGE of the topic. Implementation supports to assist you with use of this EBP will be outlined following the TRAINING/WORKSHOP

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Before We Begin…

- Please complete the Pre Training Assessment:

  Trainer must enter their Regional specific link to Pre-Training Assessment

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Learning Objectives

- Describe are EBPs
- What is Social Skills Training (SST)?
- Structure and Format
- Making Plans
- Getting Started
- Problem Solving- Data
- Resources

What are Evidence Based Practices?

NCAEP definition of an EBP:

"Focused intervention practices that have evidence of efficacy in promoting positive outcomes for learners with ASD."

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

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Name of EBP	**Social Skills Training (SST)**					
Definition of EBP	Social Skills Training (SST) is group or individual instruction designed to teach learners ways to appropriately and successfully participate in their interactions with others. This may include relationships with peers, family, co-workers, community members, and romantic partners. Most instructional sessions include direct instruction of basic concepts, role-play or practice, and feedback to help learners acquire and practice communication, play, or social skills to promote positive interactions with others. SST techniques often include other EBPs such as reinforcement, modeling, prompting, cognitive strategy interventions, social narratives, scripting, and visual supports. • Manualized Interventions Meeting Criteria: PEERS® (Laugeson & Frankel, 2010).					

		Age Ranges					
Outcome Areas		**0-2** Toddlers	**3-5** Preschoolers	**6-11** Elementary School	**12-14** Middle School	**15-18** High School	**19-22** Young Adults
	Communication	✓	✓	✓	✓	✓	
	Social	✓	✓	✓	✓	✓	✓
	Joint attention						
	Play	✓	✓	✓	✓	✓	
	Cognitive		✓	✓	✓		
	School readiness			✓	✓		
	Academic/Pre-academic						
	Adaptive/self-help			✓	✓	✓	
	Challenging/Interfering behavior		✓	✓	✓	✓	
	Vocational						
	Motor						
	Mental health			✓	✓	✓	
	Self-determination			✓	✓		

(Steinbrenner, 2020)

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Evidence (Age and Domains)

Overview of National Professional Developmental Center ASD 2014 Report on Evidence Based Practices (Tables 7-8)*
Full Report available at http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/2014-EBP-Report.pdf

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Examples

AFIRM — Autism Focused Intervention Resources and Modules

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Think - Pair - Share
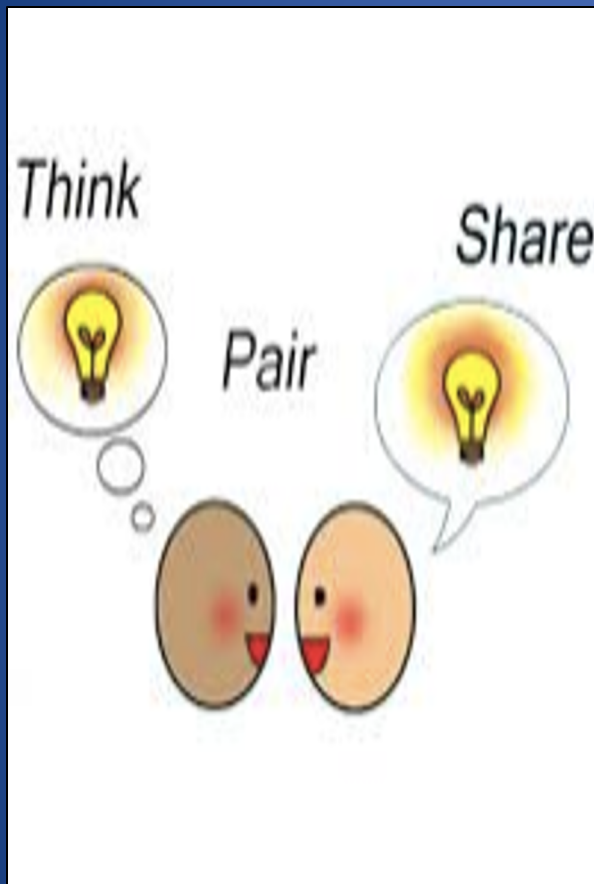
- Think about at least one student that you work with that you believe would benefit from SST

- What is the student struggling with?

- What 1-2 goals would you consider addressing?

- Use SST Goals Handout as needed to determine your answer(s)

Instructional Strategies

SST includes Direct Instruction, Role Plays, Facilitated Practice with Feedback and often includes many of the following EBPs:

- Modeling

- Video Modeling

- Prompting

- Reinforcement

- Visual Cues

- Social Narratives

- Peer Mediated Instruction &Intervention (PMII)

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How Does SST Help?

- Increases social competency

- Provides opportunity for skills to generalize outside of teaching session

  – This may include across settings, people, with peers and family members

- Provides a clear structure and systematic way to teach:

  – Skills needed to complete everyday activities

  – Skills needed to participate in various groups or activities

Who Can Participate?

- SST can be 1:1 or small group

- SST can be "like" needs or can have differing ability levels

Who Can Implement SST?

- Teachers

- Speech & Language Pathologists

- Parents

- Paraprofessionals

- Counselors

- Psychologists

- Others???

Where Can SST Be Used?

- School

- Home

- Clinics

- Classrooms

- Community

- Others???

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PEERS
Manualized Intervention Meeting Criteria for EBPs (MIMC)

"Interventions that clearly fit the EBP categorical definitions but had themselves enough evidence to be classified as an EBP."

MIMCs are operationally defined as interventions that:

a)   are manualized,

b)   have unique features that create an intervention identity, and

c)   share common features with other practices grouped within the superordinate EBP classification.

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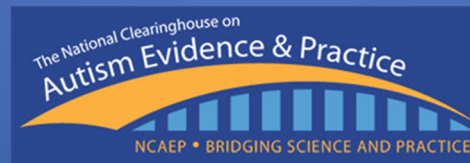
PEERS is a MIMC

- PEERS is the only curriculum that has been validated with students with Autism

Practice with Feedback

Let's Practice!
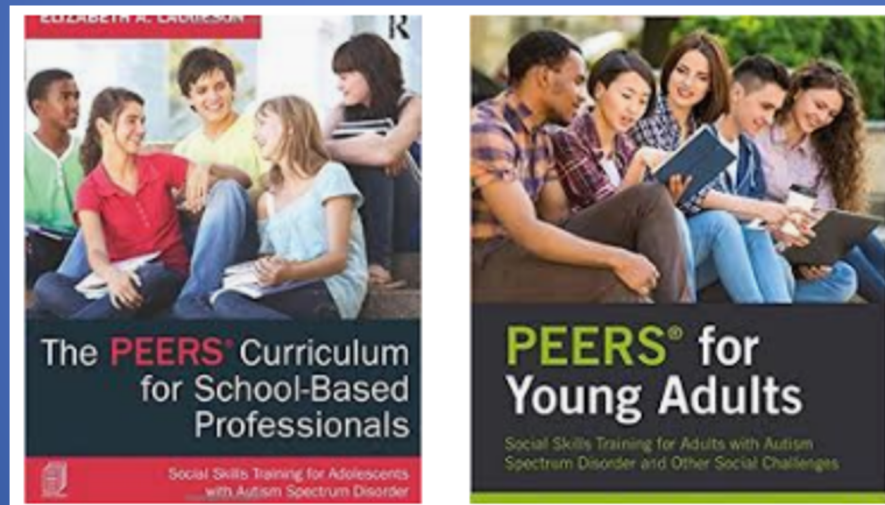
A student has a reputation for becoming aggressive with other students out on the playground. Student with push others down when they are in his way, yell at them when he doesn't like the game they choose to play and takes play equipment away preventing others from playing games or being able to take a turn.

- What skill is the student struggling with?
- What goal(s) could be the focus of SST?
- How and where could SST take place and with who?

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Example- Lunch Buddies

Student sits alone at lunch table and wonders the perimeter of the school during lunch. Student has a hard time answering questions asked by other students and doesn't initiate any conversations

Ex.1 – Peers of the student want to be a lunch buddy. The peers sit with the student, ask questions and attempt to get the student to participate in any games/activities they play.

Ex.2 – Peers of the student want to be a lunch buddy. SLP shares with the peers specific ways to get the students attention before asking questions. SLP also works 1:1 with student 2x a week on how to answer questions peers may ask and to understand the rules of various games peers are playing.

Steps to Assess and Implement

- You have the student(s) you want to use SST with
- Now to determine:
  - 1:1 instruction or group?
  - If group, who to include? others with same struggle or a mix?
  - Will you use peers to model and support instruction (PMII)?
  - Where pulling participants from?

- SST Planning Worksheet
- Use social skills assessment
- Large Skill with multiple components?
- Small Skill – Straight forward
- Sequence of teaching

Examples

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Examples

Next Steps

- Look over the data collection sheets being presented
- Is the student making progress?

- Practice completing data sheets
 – Event recording
  – Group data

When a student is not making progress ask these questions:

- Is the target behavior clearly defined?
- Is it measurable and observable?
- Is enough time being spent on teaching & practicing?
- Is it being done with fidelity?
- Is there consistency with the format and instructional strategies being used?
- Is the reinforcer motivating?

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Post Training

- Please complete the Post Training Assessment:

    Trainer must enter their Regional specific link to Post-Training Assessment
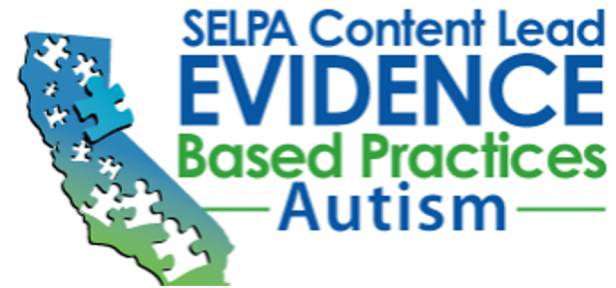
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captain@marinschools.org